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ABSTRACT

The curriculum guide presents five units which explore individual growth and self-assessment and how they are related to the transformation of the world community and a resolution of its problems. The one-semester course is designed for senior high school students or college freshmen and sophomores. Objectives emphasize personality and interrelationship improvement through self-transformation, and global awareness and problem solving through use of imagination, intuition, and logical reasoning and research. The guide is presented in six chapters. Chapter I provides the introduction, discussing objectives, prerequisites, skills, teaching methods, and teacher preparation. Chapters II through VI present the five units. Unit I, Personal Growth and Human Relations, focuses on self-assessment, human relations problems, and ways to integrate the personality. Unit II, Psychology of the Higher Consciousness, emphasizes transpersonal psychology through a study of the world's religions, ethical values, meditation, and personal growth and change. Unit III, The Planet and Its Problems, suggests 15 global problems and a number of problem-solving exercises. Unit IV focuses on sharing the research and problem solving done in the previous unit through student teaching. Sections on lesson planning and evaluation criteria are included. Unit V emphasizes organizing for social action. For each unit, detailed teaching strategies are offered, with a thorough explanation of the exercises. An appendix offers suggestions for expanding the course to two semesters and a bibliography. (CK)

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THE PERSON AND THE PLANET

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A PROBLEMS COURSE

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A CURRICULUM GUIDE

Prepared by

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THE PERSON AND THE PLANET

A PROBLEMS COURSE

A Curriculum Guide prepared by

Florence Widutis

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THE PERSON AND THE PLANET

A PROBLEMS COURSE*

A Curriculum Guide

Introduction

Purpose is threefold:

1. To help students improve their personalities and human relationships using tested methods of self-transformation.
2. To increase students' power to serve in the world by expanding their awareness to global issues and by bringing imagination and intuition as well as logical reasoning to bear on these issues.
3. To provide research and problem-solving tools with which to grapple with these issues and communications and teaching skills with which to transmit the results.

Prerequisites:

The course is intended for upper classmen in high school or lower classmen in college. Previous courses in psychology and sociology would be valuable preparation and can be made mandatory.

Skills to be used or taught**

Short research papers and a reading record of one book will be required for Units One and Two, and a major research report and oral presentation for Units Three and Four. Correct bibliographical and term paper form will be taught. Research will involve field work as well as the library. New skills to be acquired will include problem solving and supervised "student teaching." Use of both logical reasoning and creative intuition will be encouraged.

* Adapted from a course taught in Woodrow Wilson High School, Washington, D.C.
** In a one-semester course. See Appendix for further suggestions if the course is expanded to two semesters.

Teaching methods:

For growth to occur, the need for change must be recognized by the individual student through self-analysis, and measures to effect the change must be self-initiated. In this course the student should be actively involved at every step- analyzing and evaluating himself, identifying problem areas in his relationships and his environment, selecting topics and issues for research, formulating the questions he wishes to answer and discovering appropriate sources of information. Chief reliance should be placed on teacher-pupil planning, guided discussion and informal presentation of material from students' papers, seminar fashion. Lectures and instructive diagrams by the teacher should be confined to areas not readily available to the students, such as methods of encouraging creative, intuitive thinking and achieving a planetary perspective.

Teacher preparation:

In addition to an academic background in psychology, sociology, political science, economics, intercultural and international problems, an instructor of this course should have had training in developmental techniques designed to open awareness of the whole person. A creative mind and receptivity to inspiration on the part of the teacher are necessary to train students in the use of these faculties. See page 19 for sources of information and teacher training centers.

Experiment and share:

Most of the methods described in this program were used experimentally at the outset and revised in light of experience over a number of years' use in different courses. The methods of self-transformation and opening of the intiution have been adapted quite recently for use in high school and college classrooms, and may need revisions. We hope you will share your experiences with us. The material may need to be revised periodically in light of changing global issues, reported results of use of the awareness exercises, and availability of new resources in the subject areas. While it may not be possible to introduce the entire course into the curriculum of a school or college, the exercises or learning methods may be incorporated in courses currently being offered. Let us know in what ways you are able to make use of the program.

UNIT ONE

PERSONAL GROWTH AND HUMAN RELATIONS

Procedure

To orient students each day to the inner task of personal growth, an excellent practice used successfully by some of our consultants is to open class with five minutes or so of a "be here now" or "centering" exercise. This can be quite simple:

> Let's close our eyes and let go of the thoughts and feelings we brought with us. Let's focus on our purpose for being here - to discover ways to grow and to improve our relationships. (Follow with one or two moments silence.)

Or during these first few minutes, a variety of exercises can be used to introduce students bit by bit to the observation and control of their psychological processes. The Centering Books* are rich sources of exercises which can fascinate people of all ages, and motivate late comers to get to class on time.

Self-Assessment

A good introductory class activity is a self-assessment paper. Ask students to become quiet. You can say, "Be conscious of yourself as a unique, valuable person. The questions you will answer will not be graded and will be held in confidence. Honesty with yourself is one essential to profit from the course, so answer freely and frankly." The questions can then be dictated or placed on the board one at a time. The latter procedure will permit late registrants to do the work at home. Allow ample time for students to write each answer before giving the next question. About 30-45 minutes should be allowed for the self-assessment. If any need more time, they can take their papers home and turn them in during the next class.

1. What are your greatest virtues or strengths?
2. What are your most serious weaknesses?
3. What achievement are you most proud of?

* Hendricks, Gay and Wills, Russel. The Centering Book, Awareness
* Hendricks, Gay and Wills, Russel. The Centering Book, Awareness Activities for Children, Parents and Teachers, 1975; / Hendricks, Gay and Roberts, Thomas B. The Second Centering Book, More Awareness Activities for Children, Parents and Teachers, 1977. Prentice Hall, Englewood Cliffs, N.J.

4. What was your greatest failure or disappointment?
5. What qualities would you like to improve or acquire in order to have better relationships or a more useful life? Why?

These papers can give the teacher clues as to the individual needs, problem areas and motivations of students.

Research Paper Form

To prepare for the work on human relations problems, explain as soon as practicable the preferred form to be used for research papers and bibliography. Instructions for research papers can be duplicated or placed on the board for students to copy. High school students will need at least two class periods for explanation of the instruction. College students can profit from a careful review.

Human Relations Problems

As soon as students understand them, teacher-pupil planning can be used to begin work on problems in human relations. Topic areas can include:

Parent-child relations
Student-teacher relations
Relations with peers
Dating, sex and morality
Relations with elderly people
Relations between people of different races, religions and classes.

With the teacher's help the class should select a problem area for their first paper, and then develop questions on the problem, placing these on the board and in their notebooks. A class secretary can make an extra copy for the teacher.

Example:

PARENT-CHILD RELATIONS

1. How do divorced parents affect teenagers?
2. How does an alchoholic parent affect the bringing up of teenagers?
3. What is the effect on children of parents' excessively high expectations?
4. How does overprotectiveness affect adolescents? Negligence?
5. How should young people deal with old fashioned parents?

Each student should specify the question on which he or she will write a 2 - 3 page research paper and the class secretary will record this information. The teacher may then issue books from the class library or students may use the school, college or public library. In the one-semester course taught at Wilson, at least two sources were required for human relations papers, one of which could be a live interview with a primary source or an expert. This requirement was essential to give students practice in using the bibliography and reference instructions. When textbooks were available, they were required to consult one other printed source. It was found that one class period was needed to develop a list of questions, make selections and issue books. A period later in the week was devoted to reading papers aloud and discussing them. A grade was given for both the written and the oral work. Four papers were assigned, using this procedure, one per week.*

Constructive group discussion of the papers can be aided by opening class with a statement like the following:
We have a better chance of finding solutions to human relations problems if we can lower the tension level. This is done by standing back and observing <u>objectively</u> our feelings and the feelings of others involved. Doing this provides a calm space for goodwill and wisdom to take over.

* For supplementary suggestions from our expanded course see appendix.

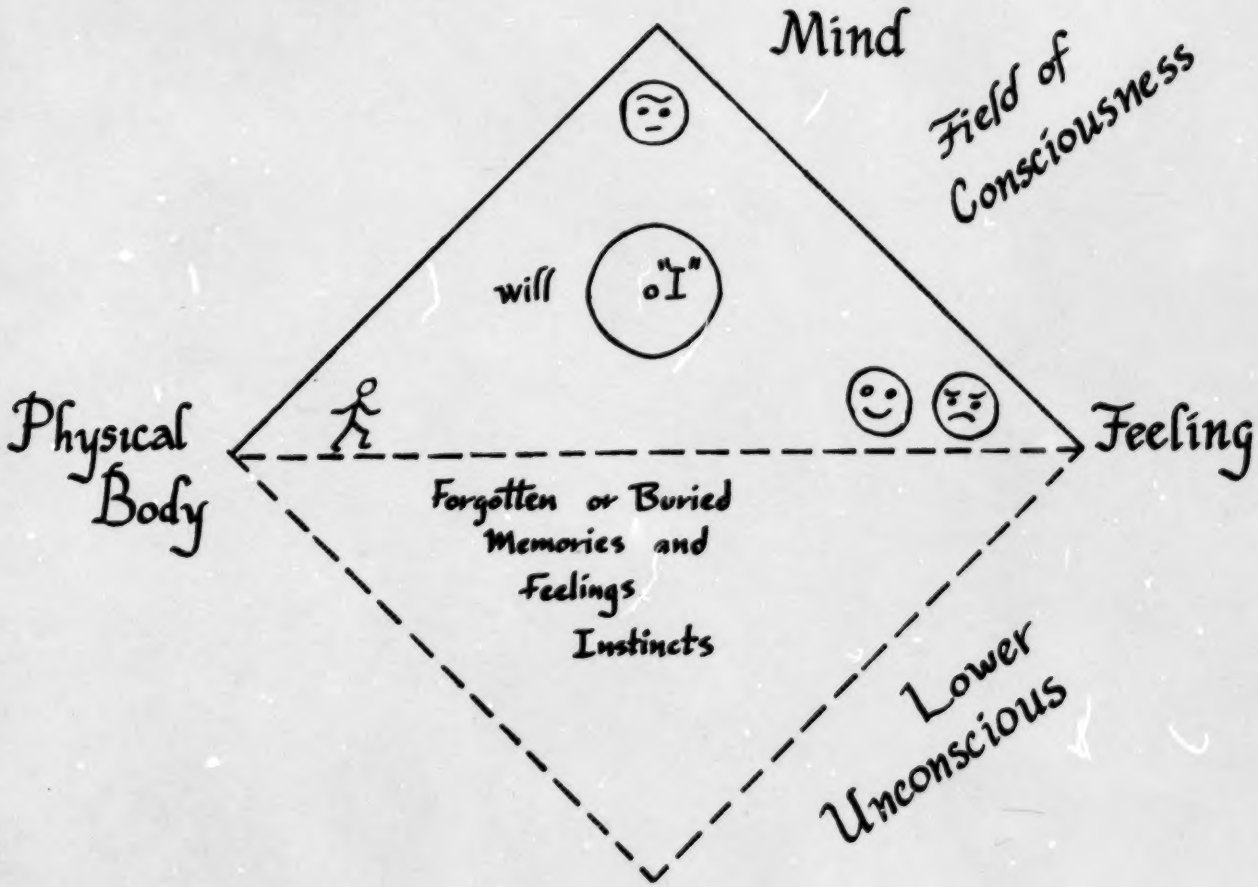
Exercise Before beginning our discussion, let's close our eyes and say to ourselves:

> We have experienced and studied these problems. We may have helped cause them. (pause) But we are not helplessly trapped by our hurt or angry emotions.... We seek to understand all those involved in these problems.... We open our ears to the wise inner voice that can direct us to the best solutions.
>
> (Allow a moment of silence.)

Human Nature Alternating with class periods on the study of human relations papers, an analysis of human nature can be developed orally. Let students make lists of functions, qualities and needs of each aspect of the personality at home from text sources or their own thinking and observation. Then combine their contributions on the board in class and have them copy the lists to keep in their notebooks.

A diagram like the following on a blackboard is useful.
You may want to start with a blank diagram containing only the self or "I" in the triangle which represents the field of consciousness. You can add labels and symbols as you go. The students might be asked to draw a figure that best represents to them each aspect of the personality. Stress at the outset that a human being is a conscious self who possesses these aspects - body, feelings and mind - that these aspects are his to direct and control as he chooses.

PERSONALITY



Physical Body

Start with the physical body and its senses, functions and biological needs. The following list is a compilation that was produced in class in teacher-led discussion:

Need for air:
- food
- safety
- exercise
- sleep
- cleanliness
- elimination
- activity
- sex
- self-preservation
- medicine, if sick

Sensitivity to:
- cold
- warmth
- pain

Senses and powers:
- sight
- hearing
- smell
- touch
- taste
- muscular strength
- coordination
- good looks

Instinctive reactions:
- swallowing
- sucking
- weeping
- coughing
- sneezing

Self-Analysis

After students copy the list, ask them to note down the physical habits or appetites they find diffucult to control. Establish the fact that the person lives in and uses the body. Discuss people who may identify with their bodies or physical appearance such as movie stars or football players.

Disidentify from the body

Ask students to look at the diagram then close their eyes and fin their own inner consciousness of the "I" or self. Slowly say aloud as they silently follow:

> I have a body but I am more than my body. I have physical needs and sensations, I have bodily senses and instincts, but they are not myself. They are my servants and means of expression. I have a body but I am more than my body.

Self-Observation

Exercise: Ask students to select one of their own physical traits that needs to be better regulated or managed and to observe for one day their successes and failures in dealing with it.

Begin a Daily Journal

Students should record their observations in their journal at the end of the day. Explain that self-analysis and self-observation are the first steps in bringing about change and growth.

Feeling Nature

The feeling nature is symbolized on the diagram as two faces, one smiling, the other frowning, because of the way it swings between positive and negative emotions. Feelings play such an important part in most people's lives that several class periods may be needed for discussion of these emotions and their effect upon relationships. More people identify with their feelings than with the physical body, and it may be harder for students to grasp the fact that they possess their feelings, that they can control them and need not be driven by them.

Lists students produce can be long because in the teens many strong new emotions and desires are awakening. When one of these pairs of opposites is named, ask the class to give examples from their own experience and observation. Discuss gradations of feeling and absence of feeling (indifference, apathy). Bring out the fact that "negative" feelings are not always "bad", nor are "positive" feelings always "good". Ask students to select instances that illustrate this point, for example, feelings of guilt when one has done wrong, which prompt one to make amends, or ambition which places one's self-interest above the welfare of others. Help the class to see that certain feelings can be appropriate at one time and not at another. Strong feelings, when well disciplined, have great value as fuel to drive the human engine into constructive, satisfying action. Out of control, the the same feelings can explode or drive their victim to destroy himself and others, and this is as true of a "positive" desire as of a "negative" aggression. Sample lists follow:

Positive Feelings	Negative Feelings
kindness	unkindness, cruelty
courage	fear, cowardice
innocence	guilt
love	hate
liking	dislike
joy	sorrow
excitement	boredom
ecstasy	agony

calmness	anxiety
agreeableness	belligerence
optimism	pessimism
satisfaction	frustration
confidence	inferiority
elation	depression
gratitude	ingratitude
generosity	selfishness
ambition	laziness
trust	jealousy
desire	revulsion
reverence	irreverence
togetherness	loneliness
feeling of being approved	feeling of rejection
feeling of being cared for	feeling of being neglected

Self-Analysis Summoning Will power Self-Observation Changing a Feeling

Exercise: Become quiet and aware of your central self that possesses your feelings and can direct them as you choose. Select a strong feeling which is giving you trouble.(pause) Concentrate on it and say: "This (ambition, rebellion, hatred) belongs to me. I acknowledge its presence but it is not my master. I can choose to feel it or change it into a different feeling (concern for others, cooperativeness, understanding)." Choose the feeling you wish to experience in place of the one that troubles you. Tomorrow, when you awake, repeat this exercise by saying, "This feeling of _____ belongs to me. I choose to change it to a feeling of _____." Then during the whole day observe when the feeling takes hold of you. Do not condemn or repress it but experiment with substituting the other feeling you have selected. In the evening record your experience in your journal.

Continue the exercise for several days observing if your power to change the feeling weakens or grows stronger. In attempting to make such a change, your central self draws upon the powerhouse of the will. How strong is your will in carrying out your decision to transform a feeling? Does your will need to be strengthened? Record your observations in your journal.

Mind

Question of identification

It has already been pointed out that each person is a center of self-consciousness that possesses a body and feelings. In fact, however, most people identify themselves with one or another aspect of the personality. For growth to occur, a process of disidentification from each aspect should be encouraged. This can be facilitated by the student's recognition of his present sense

sense of self-identification. Ask the class to become quiet and conscious of themselves as unique, valuable individuals. Then ask, "Where do you feel your consciousness of being a person is located? Where is your 'I' - in your body, your feelings, your mind, or where?" Ask students to write the answer in a word or phrase, then let them read aloud what they wrote. Many will identify self with mind, the thinker. However, as they list mental functions and abilities, it can be readily shown that these abilities are learned and that something outside the mind summons the will or the drive to learn, solve problems or create. Therefore the person cannot be identical with mind.

Mental powers that can be listed in teacher-led discussion are illustrated below:

Mental Functions and Abilities

reasoning, inductive, deductive	learning
problem solving	understanding
remembering	creating
memorizing	describing
counting	analyzing
writing	investigating
listening	organizing information
talking	concentrating
measuring	formulating concepts
questioning	exploring
planning	correlating
multiplying	rationalizing
adding	reading
dreaming (unconscious)	setting priorities
valuing	imagining
decision making	

Self-Observation Exercise

Exercise: Ask students to observe their own mental activities for 10 minutes during class while participating in discussion or studying. Explain the procedure, then later, without warning, instruct them to commence self-observation. They should have writing materials at hand and every time they notice a change in mental behavior, should note it down. Example:

studying	(for test)
memorizing	(for test)
questioning	(to teacher for clarification)
listening	(to teacher's answer)
writing	(the information received)
etc.	

Continue for the allotted time and then ask students to look back and add anything that was missed, such as observing or recording.

"Voluntary" Thought Control

Ask the class whether, during this exercise, their thought processes ever stopped or whether their minds were constantly active. Can they cease thinking, make their minds blank, and start again at will? How much control do they have over their thoughts? How often do their minds wander? Point out that voluntary thought control is an innate power which enables us to concentrate and achieve our goals despite the tendency of the mind to wonder and wander. Daydreaming in its right time and place can produce fantasies or notions of artistic or scientific value, and should be encouraged. But we should be disciplined creators with the power to concentrate the mind or let it roam freely at will.

Exercise to measure thought control: Ask students to concentrate their attention on some stationary object in the classroom, staring fixedly at it and allowing nothing else to enter their minds. They should sit straight with both feet on the floor with right arm resting on the elbow with hand up. Say, "At the instant when you notice your mind has wandered or another thought has interrupted your concentration, lower your hand." Explain that this is not a test but an experiment for each to discover how much control he has over his power of concentration. Conclude by asking students what other powers or abilities they used in the exercise besides concentration, i.e., self-observation, will, seeing, staring.

Will

Will is the power behind physical action, emotional drives and mental activity. If one of these aspects, such as a strong feeling, dominates the personality, the person identifies himself with it. He says, "I am happy" or "I am dissatisfied" as if these were essential, unalterable ingredients of the self. Then the will, which is closely related to the self, is placed at the command of the feeling and drives the person into action to achieve whatever the feeling desires. Our goal is to become the master and not the slave of our bodies, emotions and thoughts. The first step is to cease identifying with them and to identify with the inner center of consciousness we call the self. From this point, the will can be employed like the reins used by a horseman to guide and direct the whole personality.

Disidentification Exercise

Become quiet and relaxed. Close your eyes. Look within and say silently, "My true self is a center of pure consciousness and will which can wisely rule my personality."

- Sit erect, breathe evenly and be aware of your body. Say to yourself, "I have a body, but I am more than my body. My body may be sick or healthy, warm or cold, rested or tired. I live in my body and use it for experience and service in the outer world, but it is only my instrument. I have a body but I am more than my body."

- Now become aware of your feelings and say to yourself, "I have emotions and desires, but they are not myself. Emotions are contradictory and changing, but I always remain I, in times of hope or despair, in joy or pain, in a state of irritation or calm. I can understand and judge my feelings. I can coordinate and direct them, I can pay attention to them or put them aside until later. Therefore it is clear they are not myself. I have feelings but I am more than these feelings."

- Focus your awareness in your head and think about your mental abilities and interests. Say to yourself, "I have an intellect or mind but I am more than my intellect. It is a good memorizer, evaluator and problemsolver. It can learn and reason and plan ways to achieve my goals. It is an organ of knowledge regarding both the outer and inner worlds. It can become a well trained tool, but it is not myself. I have an intellect but I am more than my intellect."

- Finally say to yourself, "I affirm my freedom from identification with my instruments. I am a center of pure self-consciousness and will, capable of mastering, directing and using my sensations, feelings and thoughts to achieve my goals."

Refer students to their earlier attempt to discover where their "I" is located. The disidentification exercise will not quickly change a person's ingrained identification with feelings or thoughts. The exercise needs to be practiced regularly. Throughout the day one should strive to take the position of evaluator and decision-maker, or the maestro of a three-piece orchestra, that is, master of the threefold personality instrument.

Ask the class to center consciousness in the self and to realize that the will is a power of the self. It is the dynamic force in every action. It is the life energy without which nothing can be accomplished. Ask students to think of a symbol of the will and draw it in their journals. A horse and rider is useful because it represents both mastery and direction. Will always has a purpose, if only to add up a column of figures and arrive at a total. Ask students in what activities in their daily life the self exercises will and list these on the board.

Some Activities Requiring Will

Quit smoking or drinking
Self discipline
Decision making
Learning
Studing
Overcoming obstacles
Stubbornness
Executing ideas or plans
Controlling others
Working
Doing something unpleasant but right
Changing or improving oneself

Most people need to strengthen the will in order to reach their goals. Without will, daydreams with their creative visions can float through the mind and come to nothing.

Exercise to Strengthen the will

Select some pleasant habit such as drinking coffee or soda which you do every day, and make up your mind to abstain for 24 hours. Make the decision now and note it in your journal. Remind yourself before you go to bed and again tomorrow when you awake in the morning. Tomorrow evening record whether you held to your decision. How difficult was the experience? This exercise is a measure of strength of will. If you succeeded, your will is strong enough to see you through more difficult tasks.

Integration of the Personality

Inner conflicts can occur

A. Between the rational mind and irrational feelings
B. Between positive and negative emotions
C. Between physical needs and will to carry out an obligation or achieve an ambition
D. Between various roles we play (sub-personalities), i.e. student, son or daughter, pal to peers, employee, team member
E. Between personal desires and ambitions and Superrational visions or "guidance".

Ask students to write in their journals specific conflicts they have experienced in themselves.

Resolving the inner conflicts that keep occurring throughout life is an important part of the growth process. The goal is a personality in which the various elements work effectively as a team and are consistent, that is, all are working toward the same goal rather than pulling against each other, seeking incompatible goals. This integration can sometimes be organized around a driving personal ambition which subordinates everything else to its purpose of gaining success, money or power. Bring out the predominantly self-centered and separative character of such a personality. It is chiefly concerned with its own satisfaction and sees others mainly as means to satisfy its own needs and desires.

Another, better way of integrating the personality is to submit it to the guidance and direction of a wise rider, which might be called the higher Self or soul. Then all the elements - the body, the feelings, the mind and the will-can be organized into a well-trained operator to serve the human race. Not everyone is conscious of the soul or higher Self. Most people have to learn how to contact it and bring its wisdom and love into their field of awareness. The next unit will explore the nature of this Self or soul and how it can become a force in individual growth, improvement of human relations, and the person's service in the world.

The interrelated unit of human relations problems and the psychology of the personality should be planned to terminate in approximately four weeks. After the final research papers on human relations problems have been read and discussed and the problem of integrating the personality has been raised, a new unit on the psychology of higher consciousness can begin.

UNIT TWO

PSYCHOLOGY OF THE HIGHER CONSCIOUSNESS

Transpersonal Nature

In the second unit, time can be divided between transpersonal psychology - explanation and discussion of the nature of the higher Self - and students' reports on their own reading of enlightening or inspirational literature. The college instructor should prepare a list of suitable books from a wide variery of sources on the world's religions, ethical values, meditation and personal growth from which each student can choose a book for study. (See list of samples.) The high school teacher may prefer to make such books available in a class library. Daily reading from enlightening literature and keeping a record of insights are part of the program of self-transformation. For this students have been prepared by keeping a journal of their exercises and self-observations.

Reading Record

The daily record of their reading can constitute the homework assignment for three weeks. Writing skills and vocabulary building are aspects of the Reading Record. (See sample.) The record should be graded on the time spent and the quality of the record itself. If a book not on the list is borrowed from the library or brought from home, it should be approved by the instructor.

Time should be allowed in class for supervision of record keeping. By the second week sharing of significant material can begin and can occupy one or more class periods a week. Ask students to share by paraphrasing passages that contain wisdom and inspiration or by interpreting quotations that throw light on the meaning of life. Most psycho-spiritual growth books can be read in part with profit. The aim should be opening the inner eye to truth and discovering new meanings, rather than reading a large number of pages or completing a book. Insist on a daily reading record rather than a book review, since the inspiration gained from even a brief period of daily reading is important in the technique of growth and change that students are learning. Insights and understandings should be expressed in the student's own words, not quoted from the book .

Work on the Reading Record should begin immediately after the due date for the last research paper on human relations problems.

READING LIST

Books should be chosen that inspire and stimulate growth. Those listed are examples. Be sure books are readable at the level of the class.

Austen, Lou. You Are Greater Than You Know. Capon Springs, W.Va.: Partnership Foundation,1955.

Bailey, Alice A. The Consciousness of the Atom. New York: Lucis, 1974

Bach, Richard. Jonathan Livingston Seagull, a story. New York: Avon, 1970

Burtt, E.A., Ed. The Teachings of the Compassionate Buddha. New York: New American Library, 1955.

Fosdick, Harry Emerson. A Faith for Tough Times. New York: Harper, 1952

Fox, Emmet. Find and Use Your Inner Power. New York: Harper, 1941.

Gaer, Joseph. What the Great Religions Believe. New York: New American Library, 1963

Gibran, Kahlil. The Prophet. New York: Knopf, 1936.

Juster, Norton. The Phantom Tollbooth. New York: Random House, 1972

Keyes, Ken, Jr. Handbook to Higher Consciousness. St. Mary, Ken.: Cornucopia Institute, 1975.

Parker, William R. and St. Johns, Elaine. Prayer Can Change Your Life. Englewood Cliffs, N.J.: Prentice-Hall, 1958.

Rawls, Eugene S. and Diskin, Eve. Joy of Life through Yoga. New York: Warner, 1975.

Ross, Floyd H. and Hills, Tynette The Great Religions by Which Men Live. Greenwich, Conn.: Fawcett, 1975

Sheen, Fulton J. Peace of Soul. New York. McGraw-Hill, 1949.

Smith, Bradford. Meditation: The Inward Art. New York: Lippincott, 1963.

Watts, Alan W. The Way of Zen. New York: New American Library, 1957.

Yolen, Jane. Friend, The Story Of George Fox and the Quakers. New York: Seabury, 1972.

READING RECORD

The following illustrates the form required and can be placed on the board for the class to copy.

Bach, Richard.	Jonathan Livingston Seagull.	New York:	Avon,	1970. 127 pages.
(author)	(Title)	(place published)	(Publisher)	(date)

Dated 11/9/74

Time began 7 a.m.
(include writing time)

Pages read: p. 11-15

Insights and Understandings

Unlike the other seagulls who flew to eat, Jonathan loved flying more than eating. He was unpopular with the flock because he was different, but he had courage and did not let criticism stop his experiments with new ways of flying.

New Words and Original Sentences
(dictionary definitions)

chum - chopped fish thrown into the water

The fishing boat tossed chum into the sea for the seagulls.

albatross - large, web-footed seabird.

An albatross flies low instead of high like a seagull.

Last Page

Make an evaluation of the pages read. How did the book affect your attitudes or your feelings about yourself and your possibilities?

The Higher Consciousness

Although planned as a second unit, the study of the transpersonal nature should not be separated from the study of the individual personality. As soon as work on "the square" of the personality is completed, a diagram of the total constitution of human consciousness potential should be presented on the board or on a poster that can be readily seen and copied by students. As much as two class periods a week can be spent on transpersonal psychology. Since this is a mind-stretching subject new to most students, a good deal of explanatory work may be needed. Useful references are Psychosynthesis,* Chapter 1, and Yours Is the Power,** pp. 27-41. However, much will depend on the instructor's training in and practice of inner development techniques. Grounding in the psychology of the higher consciousness is essential before attempting to teach this part of the course. Valuable assistance with methods of teaching these concepts in the average classroom is given in Transpersonal Education*** which contains how-to-do-it reports from teachers as well as sources and resources.

Year-round courses and workshops for educators in many of the needed concepts and methods are offered by the Hill Center for Psychosynthesis in Education, Walpole, N.H., 63608. Planetary Citizens can organize teacher-training workshops in Transformation of the Self and Society at convenient locations. The Resource Sheet on "The New Consciousness, New Psychologies, the Search for Reality" contains valuable sources of information and inspiration. The Meditation Group for New Age, P.O. Box 566, Ojai, CA 93023, provides organized self-training in the steps and stages of meditation, and the psychology and laws and principles of the New Age in free bi-monthly booklets suitable for individuals and groups.

* Assagioli, Roberto. Psychosynthesis. New York: Penguin, 1965.
** Widutis, Florence. Yours Is the Power. Marina del Rey, CA: DeVorss, 1957.
*** Hendricks, Gay and Fadiman, James. Transpersonal Education, A Curriculum for Feeling and Being. Prentice-Hall, Englewood Cliffs, N.J., 1975.

Diagram of the Human Consciousness

When presenting the foregoing diagram, explain that the individual's higher Self on the one hand is aware of and responsible for its personality or instrument and on the other hand is open to the cosmos, the universal wisdom, love and purpose of the Whole, the One Being or Spirit. The Self is a unit in that Being and knows the part its instrument is intended to play and the contribution it is supposed to make to the plans of the One Being.

Why are most people unaware of their higher Self? The reason is shown on the diagram. There is a gap between our material mind and the levels of the Self, or soul which exists in our unconscious, in the superconscious. The higher Self gives us life and sends inspiration to us now and then, but we have no regular communication, no telephone we can dial at will to get its advice and learn its wishes.

Freud discovered that much human behavior is caused by unconscious memories, by painful feelings forgotten and buried in the lower unconscious. He developed psychoanalysis to bring these memories into the light of consciousness and thus to break their grip on the personality. Jung explored the collective unconscious and the symbols with which it communicates with the material mind. The urge toward transcendence and Self-discovery and drive toward transformation of the personality have been recognized by Maslow and others as basic human needs. The denial of these needs, which Haronian called "The Repression of the Sublime"* can make self-fulfillment impossible and even cause emotional and mental disturbance.

It is possible to reach up with our conscious minds to the wiser Self or soul and bring its wisdom into the light of day where it can take active control of the personality. We call this process opening the intuition, and the method used is meditation or awareness exercises. On the diagram, the bridge to be built to the intuition is suggested by a broken line between the Self and the personality. Disciplined effort over a long period of time is usually needed to make this broken line a strong link - a reliable, open channel.

* Haronian, Frank. The Repression of the Sublime. Psychosynthesis Research Foundation, 40 E.49th St., New York, N.Y. 10017, 1972.

Human Consciousness and Its Potential

In this course we can awaken to the possibility and perhaps make a start. Further progress depends on the individual's desire for growth and determination to keep going on. One obstacle we face is the difficulty our limited, finite minds experience in grasping or even glimpsing the universal nature and outlook of the higher Self. If we can reach beyond our separate individual self-consciousness "I" and unite with the superconscious Self, it will transform our lives. No question about it. We would become soul-centered instead of self-centered. The question is, how can we set about expanding our awareness? Let's look at our goal. If we can see the ideal, if we know our destination, we can discover a road map to get the there.

The teacher should place the following contrasting qualities of a self-centered and soul-centered person on the board. Explain that these qualities represent extremes. No one is entirely self-centered or fully soul-centered. We are all somewhere in between in the process of moving from one extreme to the other. Do not think of these qualities as "good" or "bad"; rather think of the self-centered person as having limitations from which the soul-centered person is gaining freedom. Think of growth as a process of extending one's horizon and expanding one's understanding and concern. Ask students to give examples of behavior that illustrate the different qualities.

A self-centered person	A soul-centered person
is often dogmatic about doctrines and ideologies.	understands others' viewpoints and sees the relation between opposing opinions.
is ambitious, desires credit, fame, prestige, needs to feel superior to others.	is selfless, unassuming and humble, treats everyone as his equal.
is critical, exclusive, judgmental.	is permissive, accepting, non-critical, encouraging.
desires and asserts authority.	helps other to feel self-reliant and free.
feels isolated and insecure and hides behind a protective shell.	feels related to groups and to society, has no need for pretense or concealment.
values material things: money, power, and fame.	values intangibles: beauty, wisdom, love.
seeks personal satisfaction, clings to people and possessions.	loves freely and impersonally without thought of self, is sentitive to others' needs.
likes friction and controversy.	likes to cooperate and to find a meeting of minds.
is hostile and suspicious of others.	feels goodwill, sees the best in people.
fears to risk disapproval by venturing off the beaten track.	is original, creative and often a pioneer in solving problems.
is easily hurt and often hurts others.	is steadfast, joyous, kind.
desires individual growth and development in order to gain personal power and success.	desires individual growth in order to increase his capacity to love and serve others.
is motivated by self-interest and national interests.	feels at one with the human family, has a planetary perspective.

Ask the class," When might such attitudes or behavior have beneficial effects? When would they be harmful to you or those around you?" Question both self-centered and soul-centered qualities. When an illustration is given, examine it to bring out the fact that most actions have mixed motives. Ask, "To what extent was the actor motivated by self-centered qualities? By soul-centered qualities."

Preparing for change

Two or more hours can profitably be used presenting, getting examples and discussing these qualities. When the list is completed, ask the students to study it. Then let them center the consciousness in the true self, which has the will to command the obedience of thoughts, feelings and actions.

From this point of observation, let each select one self-centered quality he would like to change and its opposite soul-centered quality he would like to acquire. Write these in the journal.

In this part of the study, it is important that the teacher create an atmosphere in which students can feel comfortable with the fact that we are all human - hoping to grow and improve, but each struggling with our own particular limitations. The teacher might share his own difficulties in trying to change a quality - criticism or assertiveness, for example, without which most teachers cannot teach.

Opening communication with the Self

Exercise: Have the diagram before the class and see that students are supplied with writing and drawing materials. Let them open their journals to a blank page.

The problem of providing a quiet, undisturbed space for this exercise in a classroom where messengers and late arrivals frequently interrupt can be solved to some extent by hanging a sign outside the door: Experiment in progress. Please so not disturb.

Ask students to sit erect with both feet on hhr floor and to be completely silent during the exercise. Use some good way of helping them to become physically relaxed and focussed. One way is to lead them in breathing slowly in and out.

Say: The purpose of this exercise is to discover where we are now in our growth and where the higher Self wants us to go.

- Let's close our eyes.
- See the square diagram of the personality in your mind, and see the figure of the body sitting as you are now relaxed and obedient to your will.
- See your positive and negative emotions as waves breaking, then smoothing out until your feeling nature is a quiet, untroubled sea.
- Focus your attention in your head. When your mind is still, it can become a mirror to reflect pictures, colors or messages from the higher Self. Call to mind the soul-centered quality you selected. Ask your higher Self, "Where do I stand now in relation to this quality?"

- Wait, holding your mind still. When a picture, a message or idea comes to you in response, draw it or write it in your journal, and below, write an explanation of what it means to you.

  (Allow a few minutes. The time needed depends on the group, but do not permit students to become restless. If their eyes are open, without activity, proceed, even if some have recorded nothing.)

- Now close your eyes again and focus the mirror of your mind upward. Ask your higher Self, "What is my soul's ideal or goal for me?"
  Wait for a picture or message. Then put it on another piece of paper with your interpretation.

  Pause

- Close your eyes once more and ask, "How can I move from where I am now to where I want to be?" (Pause.) Open your eyes and make a list of specific things you can do in your daily life, at home and at school to progress toward acquiring the quality that is your goal.

When finished, students may read or study but not talk until everyone has completed the exercise. Then, if possible, allow members of the class to react to their experience.

Sharing

During the next class period devoted to transpersonal psychology a method of sharing the products of the exercise should be used. If the class is small, full sharing may be possible. In larger classes, groups of three can share with one another. The material produced in this exercise should not be graded, and if some students show reluctance, sharing should not be forced. One value of sharing is to confirm from others' experience that one's own soul or higher Self is real and can become an active factor in one's life.

Students' ideas about methods of acquiring a soul quality and expressing it in daily life can be listed for all to record.

Some valuable ways of using the power of thought and feeling to cultivate the quality chosen that can be brought out are:

1. Relax and concentrate steadily on the word for the quality. Let images or ideas emerge from the unconscious and write them down.
2. Consider the meaning of the word and record the results.
3. Try to feel the quality, let it permeate you. Identify with it.
4. Speak the word, or murmur it aloud.
5. Write the word on cards and post them or carry them where they will repeatedly catch your attention.

Combining visual, auditory and motor processes hastens the change that is desired.

After the exercise has been demonstrated in class, students should be given clear instructions which they can follow at home. The instructions which follow can be duplicated or placed on the board to be copied. Make sure that students thoroughly understand the exercise by guiding them through it in class. Explain that the steps of the exercise should be memorized and practiced until they can be followed with eyes closed, without referring to the instructions. Encourage students to raise questions or to request individual assistance.

DAILY SELF-CHANGE PROGRAM

Make a space in your daily routine for one-half hour of self-change reading and mental exercise. The best time is in the morning before beginning the day's activities. A good plan is to set your alarm and get up half an hour earlier than usual. You will need a quiet place where you will be undisturbed, and early morning before the family awakes can be an ideal time. You will then have the whole day in which to practice whatever change you are trying to make in your attitudes or behavior. The recommended procedure combines your reading record and the self-change exercise, but circumstances may compel some students to do them separately or at a different time of day. There are certain benefits in doing the work before retiring for the night. The superconscious Self may amplify your ideas during sleep. If you choose this option, spend a few minutes before rising in the morning renewing your resolution and making plans for the day.

Reading

Spend 10-15 minutes reading and recording insights in your reading Record.

Exercise

- Sit erect with both feet on the floor, eyes closed.
- Relax your body but remain alert. Breathe evenly and naturally.
- See your positive and negative emotions growing quiet like a smooth, untroubled lake or sea.
- Focus your attention in your head. Still the stream of thoughts and hold the mind steady.
- Concentrate your attention on the soul quality you have decided to cultivate. Visualize a symbol that expresses this quality. Imagine how you would feel if you possessed the quality.

  Open your eyes and record what you saw and felt.
- Close your eyes again and turn the mirror of your mind upward seeking inspiration from the higher Self. Ask your Self, "What effect would this quality have on my relationships? How can I express this quality in my daily life?"

  Hold your mind open and ready. Then record any idea or guidance that comes to you.

- In your imagination see yourself in possession of the quality you are cultivating. Call this image of yourself to mind as you lead your daily life.

During the Day

Keep a close watch over your feelings, attitudes and behavior during the day, making an effort to express the quality in thought and action. Before sleeping each night, briefly record your successes and failures in your journal. Realize that changing ingrained traits takes time.

To make a lasting change the exercise must be done faithfully every day over months and years. Some people may notice a sudden improvement immediately, but if the daily effort is abandoned, a person soon reverts to earlier patterns of feeling, thinking and behaving.

To keep the exercise vital and fruitful, the theme - the soul quality - should be changed at weekly intervals, returning later to qualities which need special attention. Here are some qualities from which a choice might be made:

Soul Qualities

Love

- Altruism
- Relatedness
- Selflessness
- Humility
- Sympathy
- Sensitivity
- Encouragement
- Fusion
- Sense of union
- Joy
- Acceptance
- Concern for the whole

Light

- Vision
- Understanding
- Non-criticism
- Openness
- Sincerity
- Push toward freedom and equality
- Wisdom
- Recognition of areas of agreement
- Perception of beauty
- Inspiration
- Expansiveness
- Inclusiveness

Will to Manifest

- Grasp of fundamental principles
- Grasp of abstract ideas
- Creativity
- Originality
- Problem solving
- Motivation to serve
- Cooperativeness
- Goodwill
- Fearlessness
- Push toward integration and synthesis

If sharing reactions to the earlier exercises has developed trust and a group rapport in the class, students may feel free to exchange experiences with the self-change exercise. Some may need counseling and encouragement. The teacher should be sensitive to each student's special needs. The student's personal journal should be regarded as private, to be shared only on a voluntary basis Therefore, the Reading Record, which is as assigned piece of work on which he <u>will</u> be graded, should be kept in a separate part of his notebook. The class should be required to report orally on their reading, and they should be informed in advance of the difference in these two activities.

When the allotted time expires and the Reading Records are collected, urge students to continue their daily exercise on soul qualities and also their self-observation and recording of inspiration, guidance and self-evaluation in their journals. Explain that in the second half of the course, the exercises they have learned will be used to help them think intuitively and creatively about world problems and how to contribute to their solution.

UNIT THREE

THE PLANET AND ITS PROBLEMS

Introduction As soon as students are well launched on their Reading Records and daily self-change exercise at home, preparation can begin for the culminating work of the second half of the course on planetary problems. A number of class periods will be needed for instruction in problem-solving, for selection of problems and for development of study outlines or work plans. This preparatory work can best be done while students are completing their Reading records at home. By the time the Reading Record is collected, they should be ready to concentrate full attention on making their own problem outlines.

Opening Exercise The purpose of the exercise with which each class opens should be changed to orient students to their planetary task:

> Let's close our eyes, relax our bodies and let go of the thoughts and feelings we brought with us. Let's become aware of our higher Self inspiring and guiding us as we open our minds and hearts to the world's problems.

At this point, at the beginning of the unit, take a few minutes to play Mary Travers' "It's in everyone of us to be wise"or other consciousness-raising music of your choice. Conclude the exercise by saying:

> Let's see ourselves as vital parts of the whole of humanity with the intention and the power to make a creative contribution to the solution of the problems of the earth.

Explain that the study of planetary problems is a logical outgrowth of the work they have been doing on the psychology of personality and the higher consciousness. Self-centered people don't care about world problems unless they are personally affected, for example, by the shortage of gas or loss of a son in war. A person who demonstrates intelligent cooperation, group activity and concern for the welfare of his family, community, nation or humanity as a whole is consciously or unconsciously using soul energy. The objective of the higher Self is the benefit of the human race, including, of course, the individual. The chief difference between soul energy and self-centered mental and emotional energy is a shift of the center of concern from the individual to a larger whole. The higher Self is not concerned with ego-satisfaction, but with human relationships. It regards the individual as a fragment

of a larger mosaic, his importance vastly increased by his ability to add to or detract from the beauty of the total pattern. When the higher Self becomes active, it tends to expand a person's interest from his individual needs outward in ever-widening circles. That is why this course began with study of the personality and close personal relationships, then tried to awaken a higher consciousness that is concerned with the larger problems of humanity, of society, of the earth as a whole.

Problem-solving procedure

The method of problem solving which follows has been used in Sociology, World Problems and Contemporary Problems courses over a number of years. It is a challenging method of learning, but requires careful explanation and continuing supervision on the part of the teacher. My method is to place the main steps on the board in brief at the outset, then take each step and explain it in detail, while students copy the material in their notebooks. Steps #1 - #3 are crucial. The questions asked determine the direction of the research and the value of the data. To help students understand the procedure, a typical problem can be chosen as an example. Then, in teacher-led discussion, the class can formulate the questions to which answers are needed in order to arrive at a solution. A good procedure is to have the instructions for steps #1 - #3 on the board or on a poster readily visible to the class, while developing the sample problem outline on an adjacent board. Armed with the instructions and the example, students are in a position to identify their own problems and list the subproblems and possible sources of information.

STEPS IN PROBLEM SOLVING*

1. Identify a problem: State a question covering causes, effects and solutions
2. Define the problem by breaking it down into subproblems which must be solved or questions which must be answered to solve the problem stated in No. 1.
    a. What is the nature of the problem, the facts?
    b. What are the causes?

* Steps in brief are underlined.

c. What are the effects?
d. What is now being done to solve the problem?
e. What new or improved measures are needed?
f. What can we do individually or as a group to help solve the problem?

3. Possible sources of information on each subproblem.

Indicate where you intend to look for information by listing at least one source for each subproblem. At least five sources altogether are required, one of which must be a primary source such as an interview or field work, and only one of which may be an encyclopedia.

Note: Steps #1 - #3 constitute the first paper to be turned in and must recieve the teacher's approval before research can begin. Usually revisions are needed and the teacher will have additional sources of information to suggest. This is especially true when several students are working in a group on one overall problem.

4. Collect and record data on each subproblem.

Follow previous instructions regarding research papers. The final report must contain a complete bibliography and show references that give the sources of all information.

5. Evaluate critically all sources of information.

a. Primary or secondary?
b. Authenticity: Is it genuine?
c. Reliability: Is it trustworthy, based on evidence?
d. Authoritativeness: What are the qualifications of the source?
e. Bias: Is the source slanted or objective?
f. Is the source giving fact or opinion, trying to inform or influence?
g. Purpose and motives: Is the viewpoint one of self-interest, national interest or concern for global welfare?

Note: A due date for the final report should be set which, if possible, allows a full class period for each student to present his data. In large classes, two or three students may have to share a period. A Progress Report is advisable when research has been under way a week or ten days. This should list all sources consulted so far, give a separate evaluation (#5) of each, and state which subproblems have been studied to date. The Progress Report can become part of the final report. It enables the teacher to give help if needed and prods dilatory students to work.

6. Present data

   a. Arrange information in orderly, logical sequence using each subproblem as a subtitle.
   b. Give sources for all information following term paper instructions for bibliography and references to sources.
   c. Evaluate each source separately, answering the questions in No. 5.
   d. Be sure all questions in No. 2 are answered or explain why not. Analyse contradictions in data, ect.

7. Draw conclusions

   a. Show where data does not justify conclusions.
   b. Draw tentative conclusions where data support them.
   c. Indicate where further study is needed to reach conclusions.

8. Recommend action

   a. Bring intuitive, creative thinking to bear on your data and tentative conclusions by asking your higher Self what action would be in the best interest of the human race.
   b. Using your best judgment plus creative ideas that come to you, recommend action:
      1) social action by U.N., governmental or community agencies
      2) individual action by yourself and groups to which you may belong or which you might organize.

Steps in Problem Solving

1. Identify a problem. State a question covering causes, effects and solution.

2. Define the problem by breaking it down into subproblems.
   a. What is the nature of the problem, the facts?
   b. What are the causes?
   c. What are the effects?
   d. What is now being done to solve the problem?
   e. What new or improved measures are needed?
   f. What can we do individually or as a group to help solve the problem?

3. Possible sources of information.
   List at least five sources, at least one for each subproblem. One must be a primary source; only one encyclopedia will count.

Sample Problem

1. a. What is the cause of the population explosion?
   b. How is it affecting the standard of living?
   c. How can population be controlled?

2. Subproblems (Develop samples with help of students.)
   a- What is the present world population? In what countries is the birthrate highest?
   b- What is the per capita income in countries with high birthrate? With low birthrate?
   a- How do people's beliefs and attitudes affect the birthrate
   a- How does the educational level influence birthrate?
   c- Is birth control information now available? What kind?
   b- Can populous regions feed their people, or do they rely on imports?
   c- What methods of birth control are most effective? Safest? Easiest to use?
   c- What methods of instruction and distribution are needed to make these methods effective?
   c- What needs to be done by national governments, the U.S., the U.N., schools, private organizations, individuals?
   c- What can I do individually and in my groups?

Note: For a problem of such scope students should select limited areas on which to work - one country or one region for each student. High and low birthrate areas should be chosen , i.e. India, Japan, U.S.A., Mexico. If information is difficult to find on one nation, another can be chosen.

3. Sources of information
   a- UNESCO
   Library
   Nationals of country:
   interviews with embassy personnel, immigrants, professors
   b- Recent encycolpedias
   c- Planned Parenthood-World Population
   Physicians

Selecting a Problem

The process of problem selection is vital. Those chosen should be worldwide in scope and also of immediate local concern. The following general topics can be approached both as local and as planetary problems. Teachers' Resource Sheets on the topics starred are included in a separate packet.

* Food and Famine
* Population
* Environment and Ecology
* Poverty and the New Economic Order
* Disarmament, Peace and International Justice
* Human Rights
* The New World Society and the United Nations

Energy
Addiction to Drugs and Alcohol
Violence and War
Literacy and Education for Change
Disease Control
The Family and Changing Morality
Crime
Religious and Cultural Differences

A good time to place these topics, plus others suggested by students, on the board is after the Steps in Brief of Problem Solving have been explained and the sample problem outline worked out.

Some students may show panic or fear in the face of these global problems, feeling that the individual or a small group is powerless to effect change. Respond by asking for specific instances of some of these problems in their lives or their community where they <u>can</u> make their influence felt. Explain that a global problem is a personal problem, writ large; or violence, for example, has similar causes whether in the home or on the battlefield. Knowledge that they can tackle a problem at a point within their capacity should restore centered calm and banish the negative emotions that paralyze constructive action.

Tell students that the topics listed above are <u>general areas</u>, that individuals or groups will need to specifically identify and define the problem they choose according to steps #1 and #2.

Before making a choice, without discussing the topics among themselves, let the class become quiet and close their eyes. Say: The higher Self is aware of the abilities and powers of its instrument and the needs of the whole planet. Raise your consciousness as high as possible and ask:

> To what world problem does my higher Self wish me to contribute my study and creative thought?

When a response or idea comes to you, write it in your journal.

After a moment or two, ask students who have not made a choice to write down the topic they prefer. Then poll the class to see how many have chosen the different areas. This process often results in a equitable division of labor. Two or more students who have chosen the same area will work together on their outlines, dividing the problem among group members as indicated in the Steps in Problem Solving. In dividing a problem, be sure that each member's subproblem spans causes, effects and solutions. The overall topic should not be divided in such a way that one student works on causes, another on effects and a third on recommended action. Not only is this an unfair division of labor, but the value of experiencing the total problem-solving process would be lost.

Teacher Preparation

The teacher who works in advance with the librarians of the school and public libraries to prepare a bibliography of suitable and available books and articles will increase the chances of a successful study of planetary problems. Planetary Citizens' Resource Sheets list valuable publications and sources of material. (See Appendix)

A book strongly recommended because it deals with both the individual and the global dimensions of development is Toward A Human World Order by Gerald and Patricia Mische, Paulist Press, 1865 Broadway, N.Y. 10023, 1977, $2.95. The authors analyze the powerlessness of nation states to solve global problems and describe various recent proposals for reordering the system. They recommend a human-centered approach and discuss strategies to achieve a just world order through the phases of consciousness raising, mobilizing collective movements, and transforming the present system through world conferences and agencies. The authors

believe in the basic premise of this course: that planetary problem solving is an outer expression of a developed inner consciousness of human unity and interdependence. The book contains a good 10-page bibliography on many global problems. An excellent source book is Schooling for a Global Age compiled by James M. Becker, New York: McGraw Hill, 1979, Hardcover. $12.50. Based on experiences of educators nationwide, instructional programs and methods are offered to enable elementary and secondary school students to think for themselves as participants in a world society. The concepts of self-transcendence and the oneness of the modern world are stressed in order to see individuals as members of a single human species while they are at the same time participants in many local, national and transnational groups. Education for responsible membership in an interdependent global society, according to the editor, means developing action-oriented individuals and offering them alternative courses of action. A six-part, 91-page annotated bibliography is an invalauble resource for teachers looking for material on current issues, instructional materials and methods for global education.

Action for Change

After Progress Reports have been submitted and returned, before students have set to work on their final reports, a period should be spent discussing kinds of action and change that might result from problem solving. Begin class with the opening exercise on page 30. Caution students that they are not yet ready to draw conclusions or recommend solutions to the problems they are studying. However, ways of taking action on any local, national or world problem can be explored. While they are still quiet and centered, let them ask the higher Self:

> What can I, one individual, do to bring about change in my environment?

Have them list their ideas in their journals. Then let them ask the Self:

> How can I help change national policy?

They should list these methods in their journals.

Then have them ask:

> How can I in cooperation with others influence worldwide policy to improve conditions for the whole planet?

Perhaps students themselves could come to the board and write their ideas under each question, amplifying where necessary. Thus all will benefit from the inspiration of each when they come to recommend action on their own problems.

UNIT FOUR

PRESENTATION OF REPORTS

STUDENT TEACHING

"Student teaching" as a method of sharing the research done on the various world problems is recommended for several reasons. First, it assumes that the "student teacher" is an expert on the area of research done, and therefore qualified to teach that subject matter. Second, the prospect of teaching the class can spur students to efforts they might not otherwise make. Third, instruction in lesson planning and the experience of teaching can be valuable training in communicating ideas and information. Fourth, the various activities which can be used in a lesson stimulate interest and learning and prevent the monotony of simply reading reports aloud. Fifth, the fact that the "student teachers" are expected to give assignments, tests and a grade (with the instructor's approval) motivates learning and assures attentiveness in class even when the performance of the "student teachers" may leave something to be desired. The instructor, of course, is always present in a supervisory capacity, evaluating both the "student teacher" and the class behavior.

After the members of the class have selected their problems, after all work plans have been approved and the students are well launched on research, a due date should be set for submission of all reports. Then a schedule can be worked out for "student teaching" during the final weeks of the course. The schedule should be duplicated so that everyone has a copy in his notebook. Related problems can be grouped on consecutive days. After the first day of student teaching it is helpful to schedule a session for evaluation so that "teachers" scheduled at later dates can profit from the experience of the brave pioneers.

Lesson plans should have the teacher's approval and should be submitted at least a week in advance of the date of the lesson so that needed changes can be made. Another reason for this time requirement is to give the class opportunity to prepare their assignments. Have the""student teacher" place his assignment on the board as soon as his lesson plan is approved and allow space for it on the lesson schedule sheet. Obviously no lesson can be taught unless the student has turned in his research report prior to submitting the lesson plan. <u>It is important that all reports be submitted at the same</u>

time, so points should be duducted for lateness. This requirement is designed to free the class from work on their own reports to do work assigned by "student teachers".

LESSON PLANNING

Two to three weeks before the due date for reports and the first scheduled lesson, a full period or more should be devoted to instruction in lesson planning. Make this as simple as possible so as not to frighten the timid. Stress the time limitations and make clear that all the information in a long report cannot be assimilated by the class in a 45-50 minutes, that a few main points should be selected for emphasis. The purpose of the lesson is not to demonstrate what the teacher knows (this can be evaluated by reading his report), but to induce learning. More learning takes place from students' own effort and participation than from listening to a lecture. Thus an assignment is valuable to prepare for the lesson, and some way should be provided during the lesson for class members to share the material they have studied. Emphasize the desirability of original ways of dramatizing the material in the lesson: i.e., posters and artwork, slides, question-and-answer interview, debate, songs, role playing in which conflict situations are acted out, costumes, food and dances from different cultures. Over all lesson plans should include the following:

Lesson Plan

1. Goals and expected learnings
    a. Content
        (Example: To help class understand what caused the population explosion and how population can be controlled.)
    b. Skills
        (Taking notes, writing essay, reporting on news, participating in discussion, library research, etc.)
2. Assignment to prepare for lesson
    (Give one that can be used in the lesson during class.)
3. Activities and the time allocated to each in minutes: total 45 minutes
    (Teaching and learning methods should include some opportunity for class participation.)
4. Materials to be used in class
    a. By you as teacher
    b. By students
5. Evaluation of learning
    (Each student teacher gives a grade to each member of the class which may be based on the assignment, class participation and/or quiz. The quiz, if used, should be submitted with the lesson plan for approval, and multiple choice or

true-false is recommended since a good quiz is difficult to construct. If creative work is assigned, take care to be objective in grading.)

Notes: An outline of a report can be duplicated and used as the basis for an assignment, allowing more time in class for discussion, recitation, etc.

Those working as partners or in a group should make a joint lesson plan showing the contribution of each member. Two copies of the lesson plan should be provided- one for the instructor, the other to be retained by the "student teacher"

Lesson planning can vary depending on the size of the class and how the problem-solving has been organized. For example, in a large class a group of three of four students might be working on the population explosion. The group's lesson might cover two hours during one of which an outside speaker or a field trip might be arranged, while the other could be used for a panel presentation by the group, discussion of the assignment or a quiz. In a very small class a similar program might be possible by giving one "student teacher" two hours if needed or desired. If time is severely limited, activities by the "student teacher" and the class should take precedence over speakers, films and trips.

If the class is working on their problems in groups, more than one hour may be needed for lesson planning. Be sure the groups understand that each member will be graded individually, both on reports and on student teaching, so that one or two do not carry the load for all.

In advance of the first lesson to be taught by a student, place on the board the criteria on which the teaching will be evaluated. When a class was asked to share in evaluation by making anonymous written comments, the experiment was not very useful. Students do not like to judge their peers or be judged by them. However, knowledge of the basis of the teacher's grade can help improve performance.

Criteria for Evaluation of Student Teaching

1. Getting and holding attention
2. Knowledge of the subject
3. Prepatation for the lesson. How well is the lesson plan carried out?
4. Originality of teaching methods
5. Voice, speech
   Do not read material. Speak naturally. Know the meaning of all words used.

6. Poise, posture, movements, eye-contact with the class
7. Class participation. Keeping order during class discussion or debate

In addition to class performance the grade for the student teaching should cover the quality and promptness of the lesson plan and the follow-through of grading assignments and tests and turning in the grades (and the papers) to the supervising teacher to be recorded.

UNIT FIVE

ORGANIZING FOR SOCIAL ACTION

As part of their problem-solving reports students have recommended various measures to effect the changes or improvements they believe are needed locally, nationally and worldwide. They may, in their lessons, have stirred the whole class to join forces to try to influence policy in some specific way. Before making a plan and rushing into action, however, it is well to pause and re-examine the planetary energies which students should now be aware are available to them.

During the course students should have formed the habit of daily dialogue with the higher Self to seek inspiration and direction in their relationships and in solving problems and communicating ideas. If so, many of them will have discovered that the superconscious is a reservoir of wisdom available to anyone who can tap into it and is not a power limited to one or two gifted individuals. Not only can they draw upon this reservoir, but through their study, thought and dedication they are contributing energy and light to it. To the extent that students have stretched their concern and their perspective to encompass the earth, they have added their quota to the pool of enlightenment needed to solve planetary problems.

Students should realize that achieving global awareness and discovering in themselves a desire to serve their communities and the world constitute the causal stage of social action. When the energy of the higher Self is brought into expression through the personality, the surrounding environment will be affected. Over a period of time the results of inner change become overt and unmistakable to those who can recognize soul qualities.

On superconscious levels students' efforts can produce even more than this. As the diagram of the higher consciousness illustrates, the individual's higher Self is open to the universal consciousness of the Whole. The soul of each of us is a unit of energy in the One Being. That Being gives life to the planet. As part of It we are one with one another. The evidence of our unity is undeniable. We can see and touch the ways in which we are physically interdependent, we can feel the interplay of emotion and verbalize the interchange of ideas. Interaction, circulation of energy is also constantly taking place on superconscious levels. My higher Self and your higher Self know the purpose of the One Being of which we are all a

part, and people in touch with the higher Self sense the existence of a Master Plan to which each of us can make a creative contribution. Our ideas, our concern and our will to serve in a particular problem area, as embodied in our conclusions and recommendations, can circulate telepathically, as well as verbally via the written and spoken word in our reports and lessons. We should not be surprised when people in different parts of the world make similar proposals simultaneously.

The point to make is that awareness and self-change exercises, receiving and recording guidance from the higher Self may be the most important phase of social action students can engage in because only from the superconscious can we draw the wisdom that will produce inspired planetary solutions to the planet's cruial problems.

After the last "student lesson," before organizing for action in the usual sense, spend some time on the foregoing realizations encouraging students to discuss their flashes of inspiration and the source of their motivation to serve. Then ask the class to close their eyes and say to the higher Self:

> We have studied certain community and world problems. We have given our particular problem deep thought and have sought the soul's guidance and intention in recommending solutions. We sincerely desire to take the wisest and most effective action within our power to help solve this problem.
>
> We now let go of our preconceived ideas. We disidentify ourselves from attachment to recommendations we have made. We ask the Self:
>
> > In the place where we are, with the skills we possess, how can I, how can we best contribute to the welfare of the planet?
>
> When you receive a response or idea, write it down. (Allow ample time for this)

Let students share their impressions. From this sharing some pattern should emerge which will differ with each class. In some cases individuals or groups may decide to plan action on their particular problems separately. In others, the whole class may wish to participate in a plan of action on all the problems. Still others may see their most effective contribution as helping groups to develop the higher consciousness that will provide planetary perspective and world service motivation. With the experience of teaching behind them, class members may wish to select a moderator and recorder for the process of choosing and executing a program of action, and the teacher may become an observer and resource person. It is not possible

to suggest a plan for the final unit; it should grow out of the ideas and inspiration of the students themselves. Be sure, however, to keep the class on the track of its purpose by beginning each session with an opening exercise similar to that recommended for Unit Three, page 30.

Concluding words from Gerald and Patricia Mische:

> "A truly new and more human world order will be developed to the degree that openness and truth-seeking characterizes the efforts of those involved in the formulation and transformation process." *
>
> "The development of a just world order is not a matter of either interior growth or external socio-political change. Nor is it a question of which comes first. Both are integral to a viable world future. Substantial progress in human development will be made to the degree that the inner and outer dimensions of world order proceed as an organic activity." **

And from Roberto Assagioli:

> "There exists a point above, equidistant from both poles (of conformity and rebellion) and at a higher level, from which one can be an integral and effective member of society while maintaining his independence fully. This position stands for action in and on society, in order to transform it...This can be done by first reserving one's own integrity and independence, 'cultivating the inner garden.' It is thus not a question of passively submitting to social conditioning, but first of protecting oneself from it, without resorting either to violent rebellion or to withdrawal, and then actively seeking to modify and improve present social life in every possible way." ***

* Mische, Gerald and Patricia. Toward A Human World Order. New York: Paulist Press, 1977. p.344

** Ibid, p. 349

*** Assagioli, Roberto. The Act of Will. New York: Penguin Books, 1974. p. 187

APPENDIX

Suggestions for Expanding the Course of Study

Units One and Two of this course can profitably be expanded to a full semester. For this purpose each human relations topic chosen can be studied in greater depth and can become the focus for a variety of activities. Ways of studying a problem could include questionnaire, surveys and field trips (for example, to a nursing home or rehabilitation center for alcoholics or drug abusers). Outside speakers can be brought in. Role playing and psychodrama can be employed to demonstrate ways of relating to others and to explore specific human relations problems and ways of resolving them. The device of a "Counseling clinic" or "hot line" might be utilized to present crisis-type situations. Imaginative songs, poems and stories can express new insights or dramatize new ways of behaving. Creativity and originality should be encouraged both in sources consulted during research and in formats developed to present the results in class.

Units Three, Four and Five would then also be expanded to a full second semester. While the first two units might stand alone as a separate course, it is recommended that the course on the psychology of consciousness be made pre-requisite to admission to the second semester on planetary problem solving. A full semester would be especially valuable for the second part of the course, if the class is large, in order to allow sufficient time for "student teaching." In a college class that meets three times a week, a full semester would be essential, particularly to allow time for students to mobilize and organize groups for social and political action to press for change, as envisioned in Unit Five.

Reference Materials Recommended in the Text*

Anderson, Lee. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Mid-America Program, Indiana University Program, 513 North Park Ave., Bloomington, Indiana. 1979. Free.

Assagioli, Roberto. The Act of Will. New York: Penguin, 1974. Paper. $2.95.

..... Psychosynthesis. New York: Penguin, 1965. Paper. $2.95.

*Becker, James M. Schooling for a Global Age. New York: McGraw-Hill, 1979. Hardcover, $12.50.

"Cosmic Zoom". (Film) New York: McGraw-Hill. 8 min. Rental: $18.00.

Haronian, Frank. The Repression of the Sublime. Planetary Citizens, 777 United Nations Plaza, New York, N.Y. 10017, 1972. $.50.

Hendricks, Gay and Wills, Russel. The Centering Book, Awareness Activities for Children, Parents, and Teachers. Prentice Hall, Englewood Cliffs, N.J., 1975. Paper. $3.25.

*.....and Roberts, Thomas B. The Second Centering Book, More Awareness Activities for Children, Parents and Teachers. Prentice Hall, Englewood Cliffs, N.J., 1977. Paper. $4.95.

*.....and Fadiman, James. Transpersonal Education, A Curriculum for Feeling and Being. Prentice Hall, Englewood Cliffs, N.J., 1975. $3.95.

Meditation Group for the New Age Study Course in bi-monthly booklets. Meditation Groups, Inc., P.O. Box 566, Ojai, CA 93023. Free. Donations accepted.

*Mische, Gerald and Patricia. Toward a Human World Order. Paulist Press, 1865 Broadway, N.Y., N.Y. 10023. 1977. Paper. $2.95

*Planetary Citizens Resource Sheets. Recommended books, pamphlets, periodicals, audio-visual aids, organizations. Planetary Citizens, 777 United Nations Plaza, New York, N.Y. 10017. Set of 8 $.75

Titles

#1 Food and famine
#2 Population
#3 Environment and ecology
#4 Poverty and the new economic order
#5 Disarmament, peace, international justice
#6 Human rights
#7 New consciousness, new psychologies, the search for reality
#8 The new world society and the United Nations

Widutis, Florence. Yours Is the Power. DeVorss, P.O. Box 550, Marina del Rey, CA 90291, 1977. Paper $4.95.

* The bibliographies provided in the starred publications are so rich that no attempt has been made in this guide to prepare a detailed list of sources.